TEACHER EDUCATION IN PHYSICAL EDUCATION WITH SPECIAL REFERENCE TO THE MAJOR PROGRAMS FOR WOMEN IN SELECTED STATE TEACHERS COLLEGES

BY

HELEN LOUISE RUSSELL

A.B., University of Illinois, 1935
M.S., Wellesley College, 1937

AN ABSTRACT OF A THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF DOCTOR OF PHILOSOPHY IN
EDUCATION IN THE GRADUATE SCHOOL OF
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INTRODUCTION

The problem. The problem was defined in terms of the following questions: (1) What have been the changes in the major programs in physical education for women in state teachers colleges since 1910? (2) What have been the changes in the thinking in regard to teacher education in physical education for women since 1910? (3) To what degree have the actual changes in the major programs in physical education for women in state teachers colleges conformed to the changes in the thinking in regard to teacher education in physical education for women since 1910? (4) What have been the changes in the thinking in regard to teacher education of secondary teachers in general since 1910? (5) How have the changes in the thinking in regard to teacher education in physical education compared with the changes in the thinking in regard to teacher education of secondary teachers in general since 1910? Questions three and five received the major emphasis.

Questions 2, 4, and 5 were considered only as they dealt with purposes of teacher education. The following four categories of purposes which were generally recognized in the literature were accepted by the author: personal fitness, teaching knowledge, general education, and pedagogical training.

Sources of data. For the study of the changes in the thinking in regard to the purposes of the education of teachers in secondary schools in general and of physical-education teachers in particular, two principal types of sources were used: general-education publications and physical-education publications. Those sources pertaining to general education included: *The Addresses and Proceedings of the National Education Association, The Yearbook of the American Association of Teachers Colleges,* and *The Yearbook of the National Society of College Teachers of Education.* Those sources pertaining to physical education included: *The Journal of Health, Physical Education, and Recreation; The*

Research Quarterly of the American Association of Health, Physical Education, and Recreation.

Except for the chapter devoted to background material, the study was restricted rather closely to a 30-year period, 1910 to 1940. The catalogue study of state teachers colleges was further restricted to the North Central Association area because it was felt that this area provided a homogeneous group of teachers colleges in that they are located in contiguous territory and in that the high schools of this area are subject to the same accrediting standards. An additional restriction was placed on the study of the major programs in physical education for women. Only those teachers colleges of the North Central area which by 1930 were offering a four-year curriculum leading to a baccalaureate degree in physical education for women were included. The catalogues of the 36 state teachers colleges were studied for the academic years 1910-11, 1915-16, 1920-21, 1925-26, 1930-31, 1935-36, and 1940-41. In a few cases, where it was not possible to obtain the catalogue for the exact date, the catalogue for the year immediately preceding or following was studied.

Plan of treatment. Chapter II deals with physical education as an area of instruction in the secondary schools before 1910 and after that date and also with it as an area of teacher education, furnishing background against which the purposes of teacher education in general and in physical education are presented. Chapter III considers changes in the purposes of teacher education in general since 1910; and treats the four teacher-qualification areas (personal fitness, general education, teaching knowledge, and pedagogical training) qualitatively as well as quantitatively. The changes in the purposes of teacher education in physical education for women since 1910 are presented in Chapter IV. The plan of treatment follows that of Chapter III. Although the thesis deals mainly with teacher education *for women*, the discussion of this chapter is not confined to references on physical education for women because the literature did not make much distinction between men and women in discussions of the purposes. The results of the catalogue study of requirements in the four-year major programs in physical education for women in the selected state teachers colleges are presented in Chapter V under the following headings: development of the physical-education service program; development of the physical-education major programs (two-year,

three-year, and four-year programs); personal fitness; general education; teaching knowledge; education courses; and free electives. Data presented include the average number of institutions requiring each course under each of the headings as well as the percentage of such institutions, and the average semester-hour requirement for each course.

In Chapter VI some supplementary aspects of the four-year major programs in physical education for women in the state teachers colleges for the 30-year period are presented: admission requirements to the major programs, objectives of the physical-education departments, the number and degrees held by the members of the physical-education staffs, the type of athletic facilities available, and suggested minors with physical education as a major. The final chapter contains a general summary and conclusions, and also the author's suggestions for a four-year major program in physical education for women.

Definition of terms. The nature of the thesis requires frequent use of a number of terms which are employed by various writers with some inconsistency of meaning. In some cases for purposes of this study, definitions of certain terms were accepted from studies of similar character, and in other cases definitions were formulated which seemed to be consistent with most typical usage. Some of the definitions are indicated in the following paragraph.

A major program in physical education for women was considered as "that body of prescribed and elective courses (not including free electives) required for students majoring in physical education; the program includes four categories of courses: (1) physical education (activity and theory), (2) basic science, (3) education, and (4) general (cultural) education." Physical-education courses are of two types: "(1) activity, such as participation in tennis, hockey, and dance, and (2) theory courses, such as history of physical education, methods of teaching physical-education activities." Fundamental or basic sciences are "those science subjects which are included in the major program as either elective or required and which are generally taught outside the physical-education department (physiology, anatomy, biology, chemistry, physics, physiology of exercise, hygiene, and kinesiology[1])." Edu-

[1] Kinesiology, although generally taught by the physical-education department, was classified as a science because it actually is applied anatomy just as physiology of exercise is applied physiology, and the latter is always regarded as a science.

cation courses (pedagogical training) are "courses taught in the department of education—history of education, methods and principles of teaching, etc. Psychology and all practice teaching are considered in this thesis as education courses."[2] Service program is "the body of courses in physical education designed for the general student." Professionalized treatment of subject matter is "the explicit modification and adaptation of subject matter to the needs of teachers." Teacher education is "the entire program in quantitative terms of education of prospective teachers in colleges and universities and state teachers colleges; it includes general education, teaching knowledge (major and minors), and education courses."

Limitations of the study. In addition to the limitations due to the selection of sources and institutions, there are others that should be noted. The fact that catalogue statements are not always valid indications of practice should be borne in mind, but their use for this thesis appears to be justified, inasmuch as they furnish the only available source for obtaining data relative to the four-year physical-education major programs for women in the state teachers colleges.

In the study of the changes in the thinking in regard to teacher education of secondary teachers in general, original sources (pronouncements by individuals, committee reports, and association proceedings) were utilized. Those aspects were selected which appeared most pertinent for the purposes of comparison with the development of the education of physical-education teachers. The author attempted to select references from the sources which represent the consensus of opinion on the particular point under discussion, but she may have unknowingly overlooked or misinterpreted some references. In some of the studies of teacher education which were referred to for purposes of comparison, the population was not the same as that in this thesis, and the criterion used for classifying courses may not have been the same in all studies; therefore comparisons had to be made advisedly.

[2] State teachers colleges do not make the distinction between psychology and educational psychology that colleges and universities do. In many of the institutions studied, psychology and education were taught in the same department.

SUMMARY

Changes in the thinking in regard to teacher education in general. In writings which discussed teacher qualifications around 1910, there was considerable emphasis upon personal fitness, particularly the two aspects—moral character and personality traits. Health and physical fitness did not receive much attention at that time. Throughout the 30-year period moral character continued to be emphasized, although somewhat less during the last half of the period. Personality traits, an aspect of personal fitness, were deemed important throughout the 30 years, although a change took place as to the type of traits that were considered most desirable. In 1910 qualities such as patience and serenity were greatly admired in the teacher; during the twenties the desirable qualities were those of force, vitality, and leadership; beginning around 1930 there was emphasis upon the well-integrated personality as being the desirable type. Health and physical fitness did not become a major consideration until around 1920. Although personal fitness was emphasized in discussions of teacher qualifications, little systematic attention was paid to this area of teacher education practice until selective admission programs were introduced in the twenties.

In 1910 general education was emphasized in the sense that high-school teachers should be college graduates, but little attention was given to the content of this aspect of the program. The change in this area took the form of a trend away from acceptance of mere graduation from college towards prescription of particular subjects for the content of general-education purpose. At first, the conventional subject courses were designated. But it became apparent that a truly broad background could not be achieved by taking the limited number of such courses that could be included in the four-year program. Therefore, the survey and orientation type of course, which treated a subject field or a combination of two or more fields, was recommended in lieu of the narrow, compartmentalized course.

Educators emphasized teaching knowledge in 1910 in the sense that a prospective teacher should specialize in some subject. It was believed that teaching knowledge was acquired by taking advanced courses in the subject of specialization. This concept changed between 1920 and 1930 to one that regarded teaching knowledge as mastery of broad fields or areas of instruction, supplemented by

an acquaintance with related subjects. Throughout the 30 years, teaching knowledge has been provided for by means of majors and minors through the elective system. Professionalization of subject matter was given little attention by teacher educators around 1910, but around 1920-1930 they believed that there should be a limited amount of professionalized subject matter. Another change in emphasis concerning teaching knowledge was brought about by the attention of educators to whether the assignment of teachers was according to their specialized training. In 1910 educators were not much concerned as to whether the teacher's assignment corresponded to his subject of specialization; but in the twenties the results of many investigations revealed that half of the teachers were assigned to teach subjects in which they had received insufficient training. Because most teachers had to be responsible for two, three, or more subjects, the general educators suggested a broader approach to teaching knowledge than that provided by single subject majors. This would involve the study of larger areas of knowledge, including related subjects, so that the teacher would be prepared to teach several allied subjects.

Pedagogical training (education courses) was considered important for secondary teachers in 1910, particularly in normal schools and teachers colleges, but since that date there has been a quantitative as well as a qualitative change in it. The semester-hour requirement in education recommended by educators increased continuously from 1910 to 1930, then decreased slightly between 1930 and 1940. The type of course recommended by educators changed also. History of education, one of the most important courses in 1910, became less popular; introduction to education and special methods increased, as well as differentiated courses; and recently a number of educators have proposed a complete reorganization of the conventional courses in education into broader courses which consider aspects of education in their relation to society.

Changes in the thinking in regard to teacher education in physical education. Physical educators have not greatly changed their concept of personal fitness as a teacher-qualification area during the 30 years. The examination of the literature around 1910 disclosed considerable emphasis upon moral character and personality traits and an even greater stress upon health and physical

fitness; among personality traits those pertaining to leadership were stressed throughout the 30-year period.

In 1910 writings of physical educators in regard to purposes contained little mention of the general-education aspect. But by 1920 physical educators were giving attention to the notion that all secondary teachers should have a broad general education; and by 1930 practically all advocated such a background preparation for teachers of physical education and were beginning to recommend subjects which should be included.

Throughout the 30-year period teaching knowledge was considered as the most important qualification for teachers of physical education. In 1910 the emphasis upon this aspect minimized the emphasis upon pedagogical training, general education, and personal fitness qualifications. The general outline of teaching knowledge in physical education has remained substantially the same. It has, throughout the 30 years, included the physical-education activity, theory (highly professionalized), and basic sciences. But there were some quantitative changes within the three aspects of teaching knowledge. Individuals and committees recommended fewer hours of sciences in the late twenties but after 1930 they proposed an increase. The suggested requirement in theory courses also increased in the thirties, as did that in activity courses.

Some qualitative changes in teaching knowledge were worth noting. There was a change in activities from a very few—gymnastics, dance, and one or two sports—to many more and different types of activities. There was a similar increase in theory courses —new types of courses being offered in the latter part of the period. However, agreement existed throughout the 30 years as to the sciences that should be required.

At the beginning of this period, physical educators attached scant importance in their concept of the teacher education program to pedagogical study. In this they adopted a viewpoint similar to the one they contemporaneously held in regard to general education. The change in the thinking of physical educators concerning pedagogical study has been mainly a quantitative one, their recommendations as to the desired number of semester hours having increased from around 10 in 1915 to 25 or more in 1935. Qualitative changes

were not so apparent, for physical educators were not concerned with the content of general education.

Comparison of changes in the thinking of teacher educators in physical education with those of teacher educators in general. Educators in general from 1910 to the present date stressed the value of general education and pedagogical study in the preparation of the teacher. Physical educators in 1910 gave little attention to either of these teacher-qualification areas but, during the 30-year period, they did come to agree with educators in general and advocated both of these purposes of teacher education. General educators, having accepted general education and pedagogical study as important parts of teacher education, devoted their attention to a qualitative consideration of the content of both aspects. Physical educators did not give much attention to this question until after 1930.

On the other hand, physical educators were emphasizing in 1910 the importance of personal fitness qualifications and also favoring a broad concept of teaching knowledge. Educators in general did not stress personal fitness at that date, nor did they possess a broad concept of teaching knowledge. During 1920-1930 the thinking of the general educators changed, so that it more nearly approached that of physical educators as to the importance of personal fitness (particularly health and physical fitness, which they had not stressed before). The general educators also enlarged their concept of teaching knowledge to include related subjects. By 1940 general educators and physical educators appeared to be in substantial agreement as to what the education of the secondary teacher (including the physical-education teacher) should be, as to both its quantitative and its qualitative aspects.

Teacher education in physical education in the state teachers colleges of the North Central Association area. The study of practice in teacher education in physical education for women in state teachers colleges is treated in terms of requirements as listed in the catalogues. Considering the period as a whole, the proportions of the four aspects of the program (teaching knowledge, general education as provided by general institutional requirements, education, and free electives) have not materially changed. (See table.) About one-third of the program has been devoted to teaching knowledge;

a little more than one-fifth to general education; also a little more than one-fifth to education; and one-fourth to free electives.

AVERAGE SEMESTER-HOUR REQUIREMENT IN EACH OF FOUR ASPECTS OF TOTAL FOUR-YEAR PROGRAMS IN PHYSICAL EDUCATION IN THE STATE TEACHERS COLLEGES

	'10-'11	'15-'16	'20-'21	'25-'26	'30-'31	'35-'36	'40-'41
Number of Institutions	1	2	6	14	36	35	36
Teaching Knowledge	38.0	40.3	43.5	42.0	38.9	42.4	40.6
%	32	34	35	34	32	34	33
General Education	28.0	23.5	24.5	21.2	27.2	26.6	29.0
%	23	20	20	17	22	22	24
Education	24.0	23.8	28.0	26.3	22.9	22.8	22.0
%	20	20	23	21	19	19	18
Free Electives	30.0	32.4	26.7	33.7	34.5	31.3	31.4
%	25	27	22	27	28	25	26
Total for Graduation	120.00	120.00	122.67	123.19	123.47	123.17	123.00

Within the requirement in teaching knowledge, the changes have been more marked during the 30-year period. The basic science requirement decreased rather sharply in semester hours from 22.0 in 1910-11 to 17.5 in 1915-16, then continued to decrease slightly for the next six dates, with the exception of a slight increase in 1930-31. The average in 1940-41 was 15.5 semester hours; anatomy, physiology, and kinesiology were the three sciences in which the greatest number of semester hours were required, and were the three sciences required by the greatest percentage of institutions. Physiology of exercise has decreased in number of semester hours since 1910-11, and in 1940-41 was required in only four colleges. In 1910-11 the activity courses carried no credit. The average total semester hours in activity courses decreased from 1920-21 through 1930-31, increased in 1935-36 and 1940-41. Gymnastics has been continuously on the decrease since 1920-21, sports courses have increased, dance courses decreased, and playground activities have varied.

For the 30-year period the average semester hours in physical-education theory (including health education) changed very little, although since 1925-26 there has been a slight decrease. The average semester-hour requirement in prescribed courses was greatest in 1915-16 (14.8) and lowest in 1920-21 (10.9), and since 1925-26 has

decreased, although it remained the same in 1935-36 and 1940-41 (12.2). The number of elective hours in theory was very small—at three dates being zero hours; in 1935-36 was 1.67 semester hours; and in 1940-41 was 0.50 semester hours. Health education occupied from 18 per cent (1920-21) to 32 per cent (1915-16) of the total semester hours in physical-education theory courses.

No very clear cut changes are evident in the physical-education theory courses. But the courses which have in general increased in average semester hours since 1910-11 are those in special methods of activities; organization, administration, and supervision; introduction to physical education. The courses which have in general decreased in average semester hours are general methods; history, principles, and philosophy; and playground organization and recreational leadership. Measurement and research, corrective gymnastics, and health education courses varied throughout the period with approximately the same semester-hour requirement in 1940-41 as in the early periods; among the health education courses, anthropometry and physical diagnosis have decreased in semester hours since 1915-16; school and community hygiene have decreased since 1930-31. The semester hours in first aid and general health education courses have increased since 1930-31.

The changes within education and psychology reflect the decrease since 1920-21 that occurred in the total requirement in this area. The only courses which showed an increase in semester hours from 1920-21 to 1940-41 were tests and measurements, practice teaching, introduction to education, and electives in education. Practice teaching, however, decreased from 1930-31 to 1940-41, inclusive. Organization and administration, although less in 1940-41 than in 1920-21, increased from 1930-31 to 1940-41, inclusive. History, principles, and philosophy; psychology; general methods, and special methods varied during the first part of the 30-year period, but decreased during the last half.

The average number of hours of free electives allowed in the four-year program was second to teaching knowledge in total hours required for graduation. The average number of semester hours of free electives has varied throughout the 30 years. There has been no consistent trend toward increasing or decreasing the aver-

age, but in 1935-36 and 1940-41 the number of semester hours was slightly less than for the two preceding dates.

Changes in teacher education in physical education for women in the state teachers colleges compared with changes in the thinking of physical educators in regard to teacher education in physical education. During the period (1910-1940) the teacher education programs in physical education in the state teachers colleges actually changed very little as to the proportionate time allotted to teaching knowledge, general education, education, and free electives. In contrast, the recommendations of committees and individuals revealed marked changes in the thinking among physical educators in regard to the general pattern of the major program.

Although physical educators were not concerned about general education in 1910, the one four-year program studied in state teachers colleges devoted to general education about 23 per cent of the total hours for graduation. The institutional requirements, applying to students majoring in physical education as well as to students majoring in most other subjects, accounted for the general education of the prospective teacher in the state teachers colleges. In practice, therefore, physical-education students in the institutions studied were required to take courses, the objective of which was general education. The physical educators around 1930 did place emphasis upon this aspect of the teacher education program; and the increase in semester hours of general education in the state teachers colleges from 1930-31 to 1940-41, inclusive, corresponds to the thinking of physical educators, although the actual increase was very small.

In the matter of teaching knowledge, there has been a conspicuous lack of agreement between the concept of the desired amount and the actual amount required by the state teachers colleges. The thinking of physical educators changed markedly in regard to the quantitative aspect of this area, whereas the actual requirements in the institutions studied changed very little. The Committee on Standardization of Schools and Courses for the Preparation of Physical Education Teachers in 1920 recommended almost three times as many semester hours as were actually required in the state teachers colleges studied for that date; and the Committee on Teacher Training in Physical Education in the United States in 1935 recommended twice as many as were actually required. In

regard to sciences, there was a drastic decrease in the 1929 committee report (Committee on the Curriculum of 139 Institutions Preparing Teachers of Physical Education in the United States) to 26 hours and in the 1933 report of the Committee on Teacher Training in the United States to 27 semester hours as compared with the 1920 committee's recommendation of 46 semester hours. The average semester hours of science in the state teachers colleges consistently decreased from 1910-11 to 1935-36, but slightly increased in 1940-41. Physiology of exercise, which was included in every committee report as one of the important sciences, was required in never more than five of the 36 institutions. Physics was omitted in the more recent committee reports, and in the state teachers colleges it had been decreasing in average semester hours since 1920-21, until in 1940-41 only two colleges required it. Chemistry, another important science according to the recommendations, was required by only four of the 36 teachers colleges in 1940-41. The committees and most individual physical educators have been in general agreement as to the sciences which should be required, but the programs in the state teachers colleges did not include nearly as many semester hours or all of the sciences recommended. Anatomy, physiology, and kinesiology were the most generally required sciences in the teachers colleges, but after 1915-16 they were never required by all the institutions.

Individuals and committees did not, for the most part, recommend specific numbers of semester hours in activities. One committee in 1929, however, suggested that 16 hours (not to count towards graduation) should be required. The number of semester hours in activity courses required by the state teachers colleges was actually much less than 16 (3.56 to 7.22) but these hours did count towards graduation.

From 1910 to 1930 little change occurred in the thinking in regard to the number of semester hours to be required in theory courses, and there was little change in the actual requirements in state teachers colleges. But the actual requirement was considerably less than the recommendations. In 1929-30 a committee recommended 25 hours, the colleges required 17.2 semester hours; in 1935 a committee recommendation was 29 semester hours, whereas the actual requirement in the state teachers colleges was 16.0 semester hours. The trend in the thinking after 1930 was towards

increasing the number of hours in theory courses, whereas the trend in the practice of the state teachers colleges was towards a decrease during the same period.

Playground and recreational leadership courses, which were stressed by individuals and committees in the thirties, were decreasing in semester hours in the state teachers colleges during that decade. Measurement and research, a course which received much emphasis in the literature since 1930-31, in reality was required by only six colleges in 1940-41.

The changes in health education in the state teachers colleges followed the change in the thinking of physical educators. The semester hours in health education courses were greatest following World War I when the emphasis was upon health. Since that time the number of hours in health education has decreased. Anthropometry and physical diagnosis decreased from 1910-11 to 1940-41, inclusive, which coincides with the trend in opinion.

Education courses were not considered by physical educators as particularly important in 1910, early recommendations of physical educators revealing that, in their opinion, little time should be devoted to them. But in the state teachers colleges, the four-year program of physical education in 1910 gave considerable time to education—24 semester hours (equal to the maximum state certification requirement of 1940). The education courses were required by the college and consequently were a part of the physical-education program.

In the literature, through the 30-year period, increasing emphasis was laid on the importance of education courses in the teacher education of the physical-education teacher, but the number of semester hours required in state teachers colleges decreased from 1930-31 to 1940-41, inclusive.

CONCLUSIONS

The major program in physical education made greater provisions for teaching knowledge than did the academic programs. But the education-course requirement for academic majors has been somewhat greater than that for physical-education major students. The number of semester hours in general education has been greater for academic majors than for physical-education majors, and the

number of elective hours has also been greater for academic majors.

In the absence of authoritative criteria for this curricular pattern of teacher education, it is difficult to evaluate these developments. The author, however, did attempt such an evaluation according to the pattern in both fields of teacher education at 1940. The fact that the general-education requirement of physical-education programs was higher in 1940-41 than in any previous period might imply that the standards in general education of the academic teacher education programs (which were higher than those found in physical education) were considered more desirable. Teaching-knowledge requirement in physical-education major programs has remained about the same, exhibiting only slight fluctuations during the 30 years, whereas the teaching-knowledge requirement in academic subjects has been increasing, perhaps implying that requirements in teaching knowledge should be greater.

In the light of these developments, the conclusions may be drawn that: teacher education in physical education in practice has been in advance of teacher education in the academic subjects in regard to quantitative requirements in teaching knowledge; teacher education in academic subjects has (in practice) been in advance of teacher education in physical education in regard to the general-education requirement. In regard to the education courses, the physical-education program has included some 22 or more semester hours—slightly fewer than the academic programs, yet a substantial requirement. The fact that the trend in teacher education in academic subjects has been towards decreasing this requirement over the last ten years might indicate that the requirement has been too high.

Physical-education programs permitted fewer hours of free electives than did the academic programs. The trend in the thinking of educators in general and in the academic programs as reported by Sprague was also towards more prescription and fewer electives. The physical-education program does not strongly indicate such a trend, but the program did throughout the 30 years devote less time to free electives than did the academic.

Therefore, it would appear that in its quantitative aspects, the teacher education program in physical education has developed just

as effectively and efficiently as the teacher education program of academic teachers.

The physical-education program in practice did not conform to the recommendations of the committees in regard to the quantitative aspects of the program. Theoretically, physical educators have from the very beginning of physical education as a subject for teacher education, stressed teaching knowledge at the expense of the other aspects of the teacher education program. The committees were not realistic in their recommendations. They were primarily interested in preparing the physical-education teacher as a specialist, consequently stressed teaching knowledge, and did not give due consideration to general education or to pedagogical study. The committees did not reckon with institutional requirements imposed upon the physical-education programs. The state teachers colleges have, in spite of the physical-education committee recommendations which have neglected the other aspect of teacher education, provided a sizable requirement designed to promote the purpose of general education. A substantial education requirement (pedagogical study) for the physical-education major student was also provided by the institutions. The physical-education student in the 36 state teachers colleges has received a well-rounded preparation (judged on a quantitative basis) for the task of teaching physical education.

VITA

Helen Louise Russell was born March 20, 1914, daughter of Mr. and Mrs. Fred A. Russell, in Champaign, Illinois. She was graduated from the Urbana High School, Urbana, Illinois, June, 1931. She attended the University of Illinois from 1931 to 1935, receiving the A.B. degree in June, 1935, majoring in English with minors in History and French. She was a graduate student at Wellesley College, Wellesley, Massachusetts, from 1935 to 1937, receiving the degree of Master of Science in Hygiene and Physical Education from that institution in June, 1937. She did graduate work in the College of Education, University of Illinois, during the summer sessions of 1940, 1941, 1942, and 1943. She also took work in the School of Education, University of Wisconsin, during the academic year, 1940-41. From 1942 to 1944 she has done graduate work in the College of Education, University of Illinois. She is a member of Alpha Lambda Delta, Phi Beta Kappa, Kappa Delta Pi, and Phi Kappa Phi.

She has held the following positions: instructor in the Department of Hygiene and Physical Education, Wellesley College, Wellesley, Massachusetts, 1937-1939; instructor in the Department of Physical Education for Women, University of Wisconsin, Madison, Wisconsin, 1939-1942; instructor at Sargent College Camp, Peterboro, New Hampshire, June and September, 1943. From 1938 to 1944 she was a member of the Tennis Committee of the National Section on Women's Athletics of the American Association of Health, Physical Education, and Recreation; from 1942-1944 she was chairman of this committee.

Publications by her include:

"Types and Conduct of Tennis Tournaments." *Journal of Health, Physical Education, and Recreation* 12: 269-271; April, 1941.

"Instructional Hints for Tennis." *Official Individual Sports Guide, 1942-1943*, p. 112-113; New York: A. S. Barnes and Company; 1942.

Co-author. "Digest of Tennis Rules." *Official Individual Sports Guide, 1942-1943*, p. 119-126; New York: A. S. Barnes and Company, 1942.